

# McCormick Elementary

6977 Hwy. 28 S

McCormick, South Carolina 29835

**Grades** K-4 Elementary School

**Enrollment** 259 Students

**Principal** Eleanor S. Rice 864-443-2292

**Superintendent** Sandra Calliham, Ed.D. 864-852-2435

**Board Chair** Oscar New 864-852-2329

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	51	52	3

### IMPROVEMENT RATING

### BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Below Average	Yes
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Average	Below Average	Yes

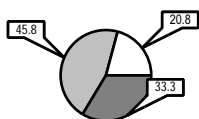
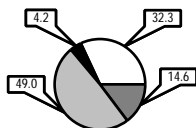
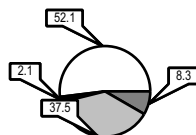
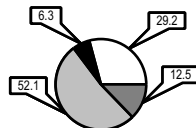
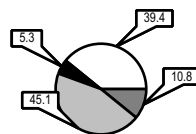
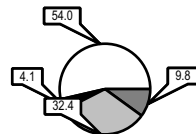
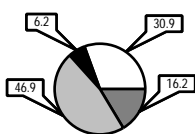
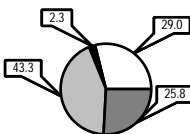
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	101	100.0	21.6	45.4	33.0	0.0	41.2	Yes	Yes
<b>Gender</b>									
Male	51	100.0	30.0	44.0	26.0	0.0	32.0		
Female	50	100.0	12.8	46.8	40.4	0.0	51.1		
<b>Racial/Ethnic Group</b>									
White	11	100.0	10.0	40.0	50.0	0.0	60.0	I/S	I/S
African American	88	100.0	23.5	45.9	30.6	0.0	38.8	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	85	100.0	21.0	42.0	37.0	0.0	45.7		
Disabled	16	100.0	25.0	62.5	12.5	0.0	18.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	101	100.0	21.6	45.4	33.0	0.0	41.2		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	101	100.0	21.6	45.4	33.0	0.0	41.2		
<b>Socio-Economic Status</b>									
Subsidized meals	82	100.0	25.3	49.4	25.3	0.0	34.2	Yes	Yes
Full-pay meals	19	100.0	5.6	27.8	66.7	0.0	72.2		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	101	100.0	33.0	48.5	14.4	4.1	34.0	Yes	Yes
<b>Gender</b>									
Male	51	100.0	38.0	42.0	14.0	6.0	32.0		
Female	50	100.0	27.7	55.3	14.9	2.1	36.2		
<b>Racial/Ethnic Group</b>									
White	11	100.0	30.0	20.0	30.0	20.0	50.0	I/S	I/S
African American	88	100.0	34.1	51.8	12.9	1.2	30.6	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	85	100.0	27.2	50.6	17.3	4.9	40.7		
Disabled	16	100.0	62.5	37.5	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	101	100.0	33.0	48.5	14.4	4.1	34.0		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	101	100.0	33.0	48.5	14.4	4.1	34.0		
<b>Socio-Economic Status</b>									
Subsidized meals	82	100.0	36.7	48.1	13.9	1.3	27.8	Yes	Yes
Full-pay meals	19	100.0	16.7	50.0	16.7	16.7	61.1		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	101	100.0	52.6	37.1	8.2	2.1	10.3
<b>Gender</b>							
Male	51	100.0	54.0	30.0	12.0	4.0	16.0
Female	50	100.0	51.1	44.7	4.3	0.0	4.3
<b>Racial/Ethnic Group</b>							
White	11	100.0	20.0	50.0	20.0	10.0	30.0
African American	88	100.0	57.6	35.3	7.1	0.0	7.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	85	100.0	48.1	39.5	9.9	2.5	12.3
Disabled	16	100.0	75.0	25.0	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	101	100.0	52.6	37.1	8.2	2.1	10.3
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	101	100.0	52.6	37.1	8.2	2.1	10.3
<b>Socio-Economic Status</b>							
Subsidized meals	82	100.0	62.0	31.6	6.3	0.0	6.3
Full-pay meals	19	100.0	11.1	61.1	16.7	11.1	27.8

<b>Social Studies</b>							
All Students	101	100.0	29.9	51.5	12.4	6.2	18.6
<b>Gender</b>							
Male	51	100.0	34.0	40.0	16.0	10.0	26.0
Female	50	100.0	25.5	63.8	8.5	2.1	10.6
<b>Racial/Ethnic Group</b>							
White	11	100.0	20.0	30.0	20.0	30.0	50.0
African American	88	100.0	31.8	55.3	10.6	2.4	12.9
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	85	100.0	24.7	54.3	13.6	7.4	21.0
Disabled	16	100.0	56.3	37.5	6.3	0.0	6.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	101	100.0	29.9	51.5	12.4	6.2	18.6
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	101	100.0	29.9	51.5	12.4	6.2	18.6
<b>Socio-Economic Status</b>							
Subsidized meals	82	100.0	35.4	50.6	11.4	2.5	13.9
Full-pay meals	19	100.0	5.6	55.6	16.7	22.2	38.9

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	53	100.0	19.2	34.6	42.3	3.8	46.2
	4	51	100.0	31.4	47.1	21.6	N/A	21.6
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	51	100.0	20.8	41.7	37.5	0.0	37.5
	4	50	100.0	20.8	50.0	29.2	0.0	29.2
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	53	100.0	32.7	50.0	15.4	1.9	17.3
	4	51	100.0	23.5	52.9	19.6	3.9	23.5
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	51	100.0	20.8	64.6	8.3	6.3	14.6
	4	50	100.0	43.8	33.3	20.8	2.1	22.9
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	51	100.0	47.9	43.8	4.2	4.2	8.3
	4	50	100.0	56.3	31.3	12.5	0.0	12.5
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	51	100.0	18.8	64.6	6.3	10.4	16.7
	4	50	100.0	39.6	39.6	18.8	2.1	20.8
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 259)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.1%	Up from 3.0%	3.8%	3.0%
Attendance rate	96.9%	Down from 97.4%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.0%	Up from 3.9%	4.4%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.0%	Up from 3.9%	3.9%	3.2%
Eligible for gifted and talented	1.0%	Up from 0.9%	6.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.5%	Down from 6.6%	8.3%	8.2%
Older than usual for grade	1.5%	Up from 1.0%	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 25)</b>				
Teachers with advanced degrees	48.0%	Up from 33.3%	50.0%	52.6%
Continuing contract teachers	84.0%	Down from 85.2%	80.9%	83.3%
Highly qualified teachers	95.5%	Down from 95.7%	93.2%	93.5%
Teachers with emergency or provisional certificates	8.3%	Down from 12.0%	1.1%	0.0%
Teachers returning from previous year	82.0%	Up from 76.7%	85.4%	87.0%
Teacher attendance rate	94.0%	Up from 93.3%	94.9%	95.0%
Average teacher salary	\$39,898	Up 5.6%	\$40,786	\$41,703
Prof. development days/teacher	16.3 days	Down from 20.8 days	12.9 days	12.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	14.9 to 1	Down from 17.3 to 1	17.5 to 1	18.8 to 1
Prime instructional time	89.8%	Down from 90.0%	89.5%	89.8%
Dollars spent per pupil*	\$9,004	Up 2.0%	\$6,827	\$6,242
Percent of expenditures for teacher salaries*	61.0%	No change	64.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.7%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	89.8%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2004-2005 school year McCormick Elementary School continued our journey toward becoming a school of excellence. We still have challenges to meet, but the faculty, staff, students, and parents consistently strive for excellence.

After meeting Adequate Yearly Progress (AYP) for the 2004-2005 school year, continued academic growth was the focus point for our school. Balanced literacy remained an area of emphasis in English Language Arts instruction. A literacy coach worked with the faculty and staff to enhance ELA instruction. We continued with a hands-on approach to math and science.

Small student-teacher ratio enabled our students to receive more individualized instruction. An after-school tutoring program (Alliance for Rural Kids) focused on academically at-risk students. Our students showed growth not only in the academic areas but in citizenship as well.

Students were rewarded for achievement in academics and behavior, and progress. As part of our character education program, students participated in various service projects such as the March of Dimes, the American Cancer Society, and the McCormick County Humane Society.

In January 2005, we moved into a new facility. The new facility provided new opportunities for our students.

With the support of students, parents, teachers, staff, and the community, McCormick Elementary School will continue to grow and build a brighter future for the children of McCormick. Our school is looking forward to many successes in the 2005-2006 school year.

Mrs. Eleanor S. Rice  
Principal 2004-2005

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	24	48	23
Percent satisfied with learning environment	95.7%	95.3%	65.2%
Percent satisfied with social and physical environment	100.0%	79.5%	91.3%
Percent satisfied with school-home relations	83.3%	93.3%	78.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.